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ABSTRACT

This document is a comprehensive admissions model that has been constructed to assist secondary school personnel in the state of Missouri with the admission and selection of students for vocational programs. The model is presented in flowchart form with an accompanying outline that describes the various steps, followed by the forms necessary to administer the process. The model is composed of the following five stages: policy, planning, application process, selection process, and evaluation. The model was constructed to be general in nature so that the overall concepts presented can be implemented in a number of different educational institutions. Appendixes to the document contain the student selection guide blank forms. (KC)

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ADMISSIONS MODEL

Missouri Vocational-Technical Programs

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The research study and Admissions Handbook that provided the background data for this model were developed by Assocated Educational Consultants, Inc., Pittsburgh, Pennsylvania, and are available from the Research Coordinating Unit, Division of Career and Adult Education, Department of Elementary and Secondary Education.

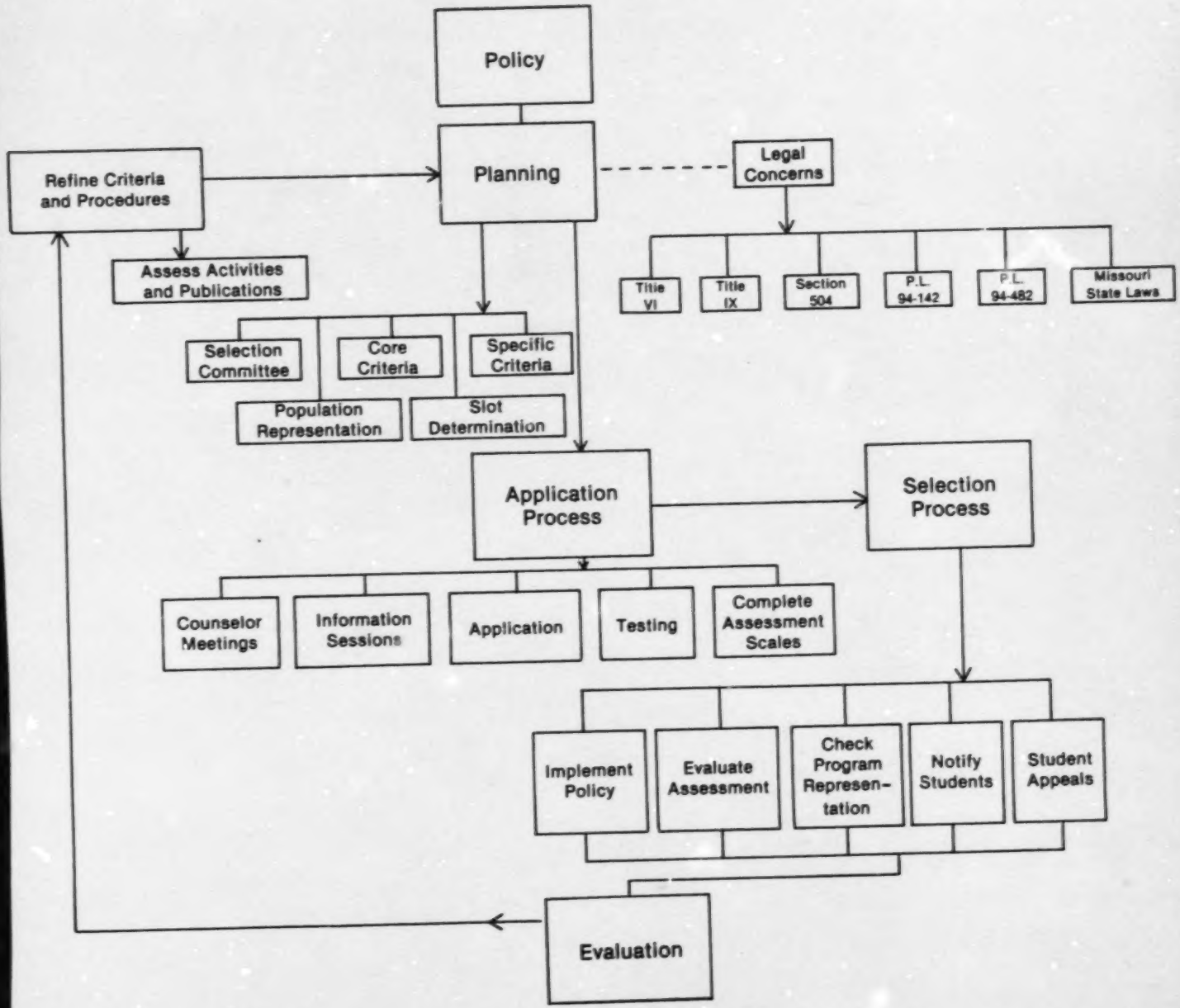
INTRODUCTION

This document is a comprehensive admissions model which has been constructed to assist secondary school personnel in the State of Missouri with the admission and selection of students for vocational programs. The model is presented in flow chart form with an accompanying outline to describe the various steps, followed by the necessary forms to administer the process.

The model presented in the following pages has been constructed in stages. These stages are: Policy, Planning, Application Process, Selection Process, and Evaluation.

The model was constructed to be general in nature so that the overall concepts presented can be implemented in a number of different educational institutions.

The flow chart on the following page is a graphic representation of the admissions model.


Policy
Planning
Refine Criteria and Procedures
Legal Concerns
Assess Activities and Publications
Title VI
Title IX
Section 504
P.L. 94-142
P.L. 94-482
Missouri State Laws
Selection Committee
Core Criteria
Specific Criteria
Population Representation
Slot Determination
Application Process
Selection Process
Counselor Meetings
Information Sessions
Application
Testing
Complete Assessment Scales
Implement Policy
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Check Program Representation
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ADMISSIONS MODEL

Missouri Vocational-Technical Programs

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I. POLICY

The policy governing the admissions process in Missouri's vocational-technical institutions reflects the various legislative mandates while serving all prospective students. No institution shall deny access to vocational education programs because of race, color, creed, sex, age, handicap, or national origin, provided the applicant has met all necessary minimum requirements for occupational licensure. Minimum age requirements often vary in personal service occupations.

The admissions policy is structured as an outline to be followed in admitting students and to assist in ensuring that consistent decisions are made. While setting guidelines by which the admissions process functions, the policy is complementary to and workable with other institutional policies.

The following sample policy statement may be adopted by a local board of education.

SAMPLE POLICY STATEMENT

"Students, their parents, and employees of the School (School District) are hereby notified that this school does not discriminate on the basis of sex, race, color, creed, age, handicap, or national origin and is required by Title VI, Title IX, and Section 504 not to discriminate on the basis of sex, race, color, creed, age, handicap, or national origin in its educational activities and employment practices. Any person having inquiries concerning School (School District) compliance with Title VI, Title IX, and Section 504 is directed to contact _____ (name), _____ (address), _____ (telephone number), _____ (name) who has been designated by School (School District) to coordinate the school district's efforts to comply with Title VI, Title IX, and Section 504."

II. PLANNING At the beginning of the admissions process, it is necessary to identify the selection committee. It should be composed of appropriate representatives of the following positions.

1. Area Vocational-Technical Schools
   a. Vocational director of the area vocational-technical school
   b. Vocational counselor from the area vocational-technical school
   c. One counselor from each participating school
   d. Participating school principal and special education liaison, when necessary.
2. Comprehensive Schools
   a. High school principal
   b. High school counselor
   c. Two instructors
   d. Handicapped specialist, when necessary

The foremost responsibility of the committee is the selection of students for vocational programs. The planning activities necessary to develop the procedures for implementation are in sequential order as follows:

A. Slot Determination

1. Determine the total enrollment of tenth and eleventh grade students in all participating schools.
2. Determine the percentage of each school's tenth and eleventh grade students of the total.
3. Apply the computed percentage of each school to determine the number of training stations to be allocated to each school.

An example is on the following page.

Date	School	10th & 11th Grade Enrollment	Percent of Total	No. of Training Stations Per School
	A	200	20%	90
	B	300	30%	136
	C	250	25%	113
	D	100	10%	45
	E	150	15%	68
		1,000	100%	452

Similarly, the enrollment for a vocational class would be computed as follows:

Class	Available Stations	School	Percent	Allotted Students
Welding	30	A	20% of 30	6
		B	30% of 30	9
		C	* 25% of 30	7.5
		D	10% of 30	3
		E	* 15% of 30	4.5

*When calculations do not result in whole numbers, a judgment must be made.

Should a school not want as many training stations as allotted, further adjustments should be made on a proportional basis of allocations all schools originally received.

B. Program Representation - Participating School Profile

Participating School Profile - this profile is strictly a report by percentage of the make-up of the student body. For example, the participating school profile for School A might be:

Sex:	Male	= 55%
	Female	= 45%
Race:	White	= 90%
	Minority	= 10%
Handicapped		= 5%
Ethnic Minority		= 2%

Steps to be followed in determining the profile are as follows:

1. Compile the number of students in each of the following definitive categories:
   a. Total number of students attending the participating school
   b. Total number of male students
   c. Total number of female students
   d. Total number of minority students (race)
   e. Total number of other students (race)
   f. Total number of handicapped students
   g. Total number of ethnic minority students
2. Set up a table, such as the example shown on the following page. Then record the number of students for each group in the section labeled Participating School Profile.
3. Determine the percentage represented by each group. This can be done by dividing each group total by the total students attending the participating school.
4. In the example, the participating school has been allocated placements for 100 students. In order to determine perfect representation for each group, multiply 100 by the percentage for each group. Remember, a percentage must be converted to a proportion (5% = .05; 25% = .25).

Program underrepresentation requires that programs be studied over the last three years by sex, race, handicap, and ethnic minority. Steps to be followed in completing this comparison are as follows:

1. Determine the Participating School enrollments in each vocational program over the last three years.
2. Determine if any program has more than 80% enrollment of one sex.
3. Determine the percentage enrollment by race, handicap, and ethnicity over the last three years.
4. Determine the total Participating School percentage for each of these designations over the last three years.
5. Compare the results of steps 3 and 4 to determine if a discrepancy has occurred.

1983	Participating School Profile					
	Enrollment		Percent		Allocation	
	M	F	M	F	M	F
Race (only)	16	14	3	2	3	2
Handicapped (only)	35	25	6	4	6	4
Ethnic Minority	7	5	1	1	1	1
Other	252	248	42	41	42	41
Total Students	600					
Allocation					100	

1982	Participating School Profile					
	Enrollment		Percent		Allocation	
	M	F	M	F	M	F
Race (only)						
Handicapped (only)						
Ethnic Minority						
Other						
Total Students						
Allocation						

1981	Participating School Profile					
	Enrollment		Percent		Allocation	
	M	F	M	F	M	F
Race (only)						
Handicapped (only)						
Ethnic Minority						
Other						
Total Students						
Allocation						

C. **Core Criteria Approval - The six basic criteria measures that may be used by all programs are as follows:**

1. Teacher/administrator recommendation - a form provided in Appendix B.2 should be utilized to collect this information. The recommendation is based on three factors: attitude, responsibility, and neatness.
2. Counselor recommendation - a form provided in Appendix B.3 should be utilized to capture this information. The counselor recommendation is also based on three factors: past school performance, potential for success in vocational education, and a composite assessment.
3. Attendance - this should be evaluated by studying the student's attendance pattern for the ninth and the first half of the tenth grade school year. Appendix B.4 contains an attendance rating scale.
4. Student grades - this includes grades from the ninth grade through the first semester of the tenth grade. A sample rating scale for charting this information is included in Appendix B.5.
5. Student interest - although interest inventories are available, it is recommended that student-reported interest on a longitudinal basis be used for this measure. An instrument designed to collect this information is included in Appendix B.6.
6. Program representation - students are evaluated to determine how well the population they represent has been afforded the opportunity to participate in vocational programs over the past three years. A form for evaluating program representation is presented in Appendix B.7.

D. **Program-specific Criteria Approval - Four criteria should be selected from the following list for each program:**

1. Clerical speed and accuracy/perception
2. Finger dexterity
3. Form perception
4. Manual dexterity
5. Motor coordination
6. Numerical ability
7. Spatial relationships
8. Verbal reasoning

The General Aptitude Test Battery (GATB), the Talent Assessment Program (TAP), or the Armed Services Vocational Aptitude Battery (ASVAB), may be considered as appropriate instruments to collect this data.

Refer to the following page for the form identified as the Program-specific Criteria that is currently being used by Missouri vocational programs which participated in the field testing of this model. The selection committee should review the appropriateness of these criteria for local use.

A form is provided in Appendix B.8 for collecting this information.

PROGRAM-SPECIFIC CRITERIA

	Clerical Speed & Accuracy/Percept.	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Accounting	x	x				x		x
Air Conditioning/Heating/Refrigeration		x		x		x		x
Agriculture				x	x	x		x
Appliance Repair		x	x			x		x
Auto Body			x	x	x		x	
Auto Mechanics		x		x	x		x	
Building Maintenance				x	x	x	x	
Building Trades			x	x	x	x		
Business Education	x	x				x		x
Business Management	x					x	x	x
Cabinet Making			x	x		x	x	
Carpentry			x	x		x	x	
Child Care				x	x	x		x
Clerical	x	x				x		x
Commercial Art		x	x		x		x	
Cosmetology		x	x	x				x
Data Entry	x	x				x	x	
Data Processing	x	x				x	x	
Diesel Mechanic		x		x	x		x	
DE	x				x	x		x
Drafting		x	x			x	x	
Electricity		x		x		x		x
Electronics		x		x		x		x
EMT				x	x	x		x

PROGRAM-SPECIFIC CRITERIA

	Clerical Speed & Accuracy/Percept.	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Farm Equipment Repair				x		x	x	x
Food Service	x			x		x		x
Graphic Art		x	x		x		x	
Health Occupations	x				x	x		x
Health Services Aide	x			x	x			x
Home Economics		x		x	x	x		
Horticulture			x	x		x	x	
Hotel/Motel/Restaurant Management	x			x		x		x
Industrial Maintenance				x	x	x	x	
LPN	x			x		x		x
Machine Shop			x	x		x	x	
Marine Repairs				x		x	x	x
Marketing/Management	x					x	x	x
Masonry			x	x		x	x	
Medication Technician	x				x	x		x
Nurse Assistant	x			x				x
Office Machines	x	x	x			x		
Plumbing			x	x		x	x	
Printing		x	x		x		x	
Secretarial	x	x				x		x
Sheet Metal			x	x		x	x	
Small Engines		x				x	x	x
Tailoring		x			x	x	x	
Tourism & Recreation Management	x			x		x		x
Trade and Industry			x		x	x	x	
Welding			x		x	x	x	

E. Procedures and Timelines - the following schedule is suggested for a sequence of activities:

What	Who	When
Appoint Selection Committee	Superintendents Vocational Administrator Principal	August-September
Initial Selection Committee organizational meeting	All appointed members	September
Initial work meeting for Selection Committee	Called by committee chairperson All appointed members (make annual schedule)	September-June
Complete student population profiles	Appointed committee member	September
Determine slot allocations	Committee as a whole	October
Determine core criteria	Committee as a whole	October
Determine program-specific criteria	Committee as a whole	October
Develop and print application forms	Committee as a whole	November-December
Determine admissions procedures and time lines for year-long activities	Committee as a whole	November
Provide orientation to vocational staff	Appointed committee members representing each participating school	November
Provide orientation to students	Appointed committee members representing each participating school	November
Provide applications to students	Appointed committee members representing each participating school	January-March
Complete processing core criteria	Appointed committee members representing each participating school	January-March
Complete processing specific criteria	Appointed committee members representing each participating school	January-March
Develop applicant profile	Chairperson	March-April
Select students	Selection Committee as a whole	April
Notify students	Appointed committee members representing each participating school	April
Notify vocational faculty	Appointed committee members representing each participating school	May
Announce student appeals	Appointed committee members representing each participating school	May
Develop selection profile	Chairperson	May
Implement evaluation procedure	Committee as a whole	May

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III. APPLICATION PROCESS

The application process is administered by the Selection Committee and involves the facilltating of the application procedures and the accumulated data that is necessary to complete student selection. The selection committee should determine the procedures for and conduct the: 1) student application; 2) teacher/administrator/ counselor recommendations; 3) weighting of the assessment scales; 4) testing to obtain aptitude ratings for the program-specific criteria; and 5) application profile.

A. Application procedure

The timelines for student notification and orientation activities should be determined. A sample application form is provided in Appendix B.1.

B. Testing

The GATB, the TAP, and the ASVAB are appropriate instruments from which to collect the necessary data. These test results must be collected prior to the selection process.

C. Process for criteria measures

1. Core criteria
   - a. Teacher/administrator recommendation - this should be completed by two teachers identified by the student and one administrator. The counselor should check the point totals for each of the teacher recommendations and use the average of the three in order to record the point value for teacher/administrator recommendations. A sample form is provided in Appendix B.2.
   - b. Counselor recommendation - the counselor should complete this form for each student. The points for past school performance, potential for success in vocational education, and composite assessment

scales should be totaled. The counselor then averages the three scores and records the total point value for the counselor recommendation. A sample form is provided in Appendix B.3.

c. Attendance - the counselor completes this form by assigning a point value based on the student's past attendance record. For example, a record of fifteen (15) days absence in the previous year and a half would be worth five (5) points on the ten point assessment scale. The greater the number of days absent, the fewer points the student receives on the attendance scale. A sample form is provided in Appendix B.4.

d. Grades - this form is completed by the counselor and reflects the student's grades during the ninth grade and the first semester of the tenth grade. A second section is included to rate the percent of objective attainment for students with IEP's. This scale should not be utilized for student grades on a pass/fail scale. If the scale is omitted, the sum of the student's ratings on the other nine scales should be multiplied by 10/9 to arrive at the total ratings. A sample form is provided in Appendix B.5.

e. Student interest - the counselor completes this form by translating an assessment of the student's interest in a vocational program to its numerical equivalent. For example, a student who is highly motivated to complete a program related to a specific career goal might receive 10 points, while a student desiring career exploration from the vocational program might only receive 3 points. A sample form is provided in Appendix B.6.

f. Program representation - this form is completed by the counselor. Specific concerns addressed in this form involve representation within programs of specific groups (sex, race, handicapped, and ethnic minority) and representation of these groups in the present applicant and selection profile. The counselor assigns a point value based on the percentage of students of a particular sex, race, handicap, or ethnic minority enrolled in the program of choice for the last three years or represented in the current applicant profile. A sample form is provided in Appendix B.7.

2. Program-specific criteria

Program-specific criteria should typically be collected by standardized testing instruments. The GATB, TAP, or ASVAB may be considered as appropriate instruments. This form should be completed by the counselor. The four scales should total 40 points representing the four areas applicable to the program. A sample form is provided in Appendix B.8.

D. **Program Representation**

Applicant profile - this profile is a percentage breakdown of students according to the same groupings as those in the Participating School Profile, but only includes students who actually applied to the area school. Applicant profiles can be constructed for each program also. An example of an applicant profile for Participating School A might be as follows:

Sex:	Male	= 55%
	Female	= 45%
Race:	White	= 90%
	Minority	= 10%
Handicapped		= 3%
Ethnic Minority		= 2%

Steps to be followed in determining the profile are as follows:

1. Compile the number of students in each of the following definitive categories:
   a. Total number of students attending the participating school
   b. Total number of male students
   c. Total number of female students
   d. Total number of minority students (race)
   e. Total number of other students (race)
   f. Total number of handicapped students
   g. Total number of ethnic minority students
   h. Total allocation of students to be sent to the vocational school
2. Set up a table, such as the example shown below. Then record the number of students for each group in the section labeled Applicant Profile.

	Applicant Profile			
	Enrollment		Percent	
	M	F	M	F
Race (only)	4	2	2	1
Handicapped (only)	10	8	5	4
Ethnic Minority	2	2	1	1
Other	100	72	50	36
Total Students	200			
Allocation			100	

3. Determine the percentage represented by each group. This can be done by dividing each group total by the total students attending the participating school.

4. In the example, the participating school has been allocated placements for 100 students. In order to determine perfect representation for each group, multiply 100 by the percentage for each group. Remember, a percentage must be converted to a proportion (5% = .05; 25% = .25).

5. If the percentages for the various groups differ by more than 5% between the Participating School Profile and the Applicant Profile, careful examination should be made of the ways in which all groups are made aware of vocational opportunities.

IV. SELECTION PROCESS

The Student Selection Guide is the tally sheet for the selection process. The Guide consists of ten assessment scales which provide each prospective student with the potential to obtain the maximum of 100 points. The Student Selection Guide for each program consists of scales for six core and four program-specific criteria. A sample form is provided in Appendix A to collect this data.

A. A Student Selection Guide and supporting rationale for student John Doe who is applying to the Health Occupations Program follows:

1. Core Criteria Assessment

   a. Teacher/administrator recommendation

	T1	T2	Adm
Attitude	6	8	8
Responsibility	7	6	9
Neatness	8	4	7
Average	7	6	8

21/3 = 7

Total Points 7

   b. Counselor recommendation

Past school performance	5
Potential for success	8
Composite evaluation	8

21/3 = 7

Total Points 7

   c. Attendance

   15 days absent 9th grade and first half of 10th grade.

Total Points 5

   d. Grades

   C average 9th grade and first half of 10th grade.

Total Points 5

   e. Student interest

   Program chosen with slight indication of career objective.

Total Points 6

f. Program representation

John is a black male. Sex and race are underrepresented in Health Occupations in the past three years. He received 2 points each for Sections 1, 2, and 5 of the assessment scale.

Total Points 6

2. Program-specific criteria

The four specific assessment scales for Health Occupations and the assessment scale points approved are: (See example on following page.)

		Total Points
a.	Verbal ability	5
b.	Numerical aptitude	7
c.	Clerical perception	6
d.	Motor coordination	8

John's total points would be ranked in relation to others from his school to determine if he would be assigned to one of the Health Occupations Program slots.

B. **Student Notification**

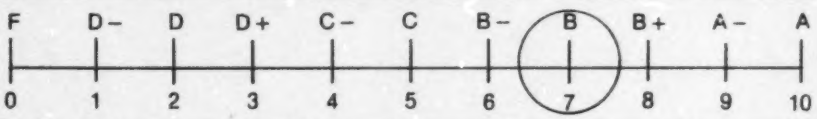
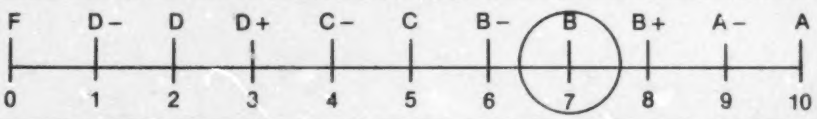
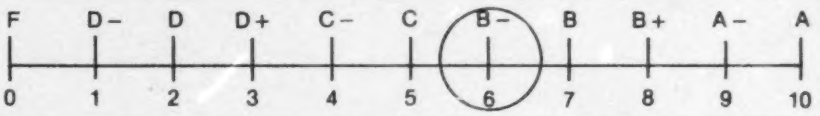
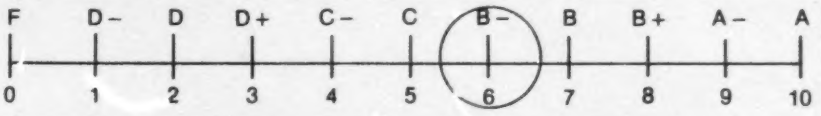
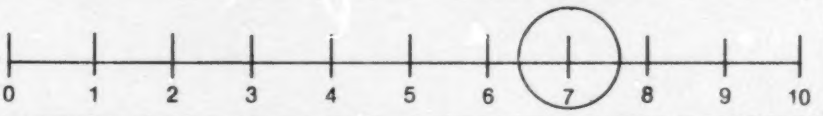
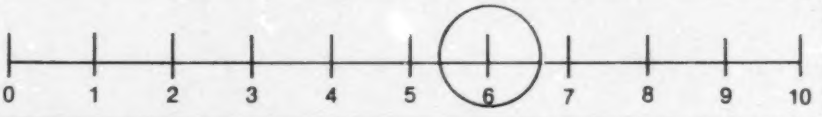
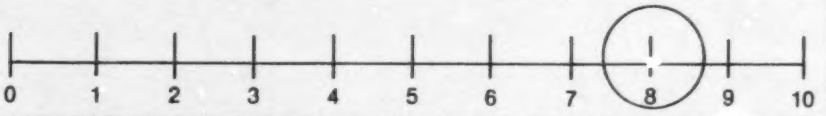
Participating schools are notified of an applicant's acceptance into a vocational program by the Selection Committee. Each school is provided with a list of accepted students and the programs in which they will enroll. Students will also be officially notified by mail of their program selection status.

C. **Student Appeals**

Another key aspect of the selection process is the procedure to be followed when students feel they have not been treated in accordance with the school's admissions policy. The first step in the appeals process is to meet on an informal basis with the person with whom the grievance is held in an attempt to resolve the matter. When a satisfactory resolution does not evolve from these efforts, a written complaint should be forwarded to

STUDENT SELECTION GUIDE

Student's Name John Doe **Vocational Program** Health Occupations

Selection Criteria	Assessment Scale	Rating
Teacher/ Administrator Recommendation		7
Counselor's Recommendation		7
Attendance		5
Grades		5
Student Interest		6
Program Representation		6
Verbal Ability		5
Numerical Aptitude		7
Clerical Perception		6
Motor Coordination		8
		Total Rating 62

the Student Appeals Committee. This committee, which should not include the director of the school, should investigate the complaint and within 15 days report to the director the results of their investigation. If the committee identifies a problem, the director should be responsible for remedying the situation. If the committee does not identify a problem, students should be informed of their right to a formal impartial hearing. In this notification, the applicant should be informed of all due process rights including:

- the right to present evidence
- the right to representation by an attorney at the applicant's expense
- the right to cross-examine witnesses
- the right to a written transcript of the proceedings.

If the applicant still does not agree with the decision of the Appeals Committee, the student should be directed to utilize the established grievance procedure for Title VI, Title IX, and Section 504.

D. **Program Representation**

Selection profile - this profile is a percentage breakdown of those students who, according to the selection process, would be selected for admittance into the area school. An example of a possible selection profile for Participating School A might be:

Sex:	Male	= 75%
	Female	= 25%
Race:	White	= 95%
	Minority	= 5%
Handicapped		= 0%
Ethnic Minority		= 0%

Steps to be followed in determining the profile are as follows:

1. Compile the number of students in each of the following definitive categories:
   a. Total number of students attending the participating school
   b. Total number of male students
   c. Total number of female students
   d. Total number of minority students (race)
   e. Total number of other students (race)
   f. Total number of handicapped students
   g. Total number of ethnic minority students
   h. Total allocation of students to be sent to the vocational school
2. Set up a table, such as the example shown below. Then record the number of students for each group in the section labeled Selection Profile.

	Selection Profile			
	Enrollment		Percent	
	M	F	M	F
Race (only)	2	2	2	2
Handicapped (only)	3	2	3	2
Ethnic Minority	1	1	1	1
Other	50	39	50	39
Total Students	100			
Allocation			100	

3. Determine the percentage represented by each group. This can be done by dividing each group total by the total number of students attending the participating school.

4. In the example, the participating school has been allocated placements for 100 students. In order to determine perfect representation for each group, multiply 100 by the percentage for each group. Remember, a percentage must be converted to a proportion (5% = .05; 25% = .25).

5. If the percentages for the various groups differ by more than 5% between the Participating School Profile and the Selection Profile, the selection process should be examined to determine where corrections might be made in the future.

V. EVALUATION OF ADMISSIONS CRITERIA AND PROCEDURES

Once the application and selection process has been completed, there is a need to periodically complete evaluative information and refine or add criteria and procedures. This refinement process is not the final aspect of the model. It is a checkpoint that allows for further exploration and clarification. Improvements that might better benefit future students should be incorporated into the next planning phase. The following validation procedures are recommended:

A. The assessment scales can be correlated with student performance. The teacher or counselor can rank the students from excellent to poor, according to classroom performance and likewise use the same procedure in ranking the studens according to their scores on each scale. A rank order correlation can then be computed.

B. The assessment scales can be correlated with an employer rating or some other measure of job success.

C. Program Representation can be examined for the Targeted Populations and Actual Admissions Profile.

1. Targeted populations profile can be defined in two ways.

a. It could be the difference between the percentage representation for each group from the participating school profile and the applicant's profile. An examination of these two profiles presented above indicates that according to both sex and race, group representation is not a problem. It could also be noted that the group of students labeled ethnic minority is also equal. The handicapped population for the district is at 5% whereas the applicant profile totals only 3%.

b. The other type of targeted population profile could be determined by comparing the applicant profile with the selection profile. From our examples of Participating School A as presented above, three deficiencies can be noted. These would be 20% less

females selected than applied, 5% less minorities selected than applied, 3% less handicapped selected than applied, and 2% less ethnic minority selected than applied.

2. Actual admissions profile - the last profile would be the actual admissions profile. This is a percentage breakdown of the number of students from Participating School A by group that were actually admitted. An example of this type of profile is as follows:

Sex:	Male	= 65%
	Female	= 35%
Race:	White	= 92%
	Minority	= 8%
Handicapped		= 2%
Ethnic Minority		= 1%

This type of profile would be studied over a three-year period as part of the program representation check.

D. Analysis of profiles - a form for a comparison of profiles is provided in Appendix C. If a discrepancy exists in the percentages of one profile to another, changes may need to be made in the process before the next planning phase of the model.

APPENDICES

STUDENT SELECTION GUIDE

Student Name _____ Program _____

Selection Criteria	Assessment Scale	Rating
Teacher/ Administrator Recommendation	F D– D D+ C– C B– B B+ A– A 0 1 2 3 4 5 6 7 8 9 10	
Counselor's Recommendation	F D– D D+ C– C B– B B+ A– A 0 1 2 3 4 5 6 7 8 9 10	
Attendance	F D– D D+ C– C B– B B+ A– A 0 1 2 3 4 5 6 7 8 9 10	
Grades	F D– D D+ C– C B– B B+ A– A 0 1 2 3 4 5 6 7 8 9 10	
Student Interest	F D– D D+ C– C B– B B+ A– A 0 1 2 3 4 5 6 7 8 9 10	
Program Representation	F D– D D+ C– C B– B B+ A– A 0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
		Total Rating

APPLICATION FOR ENROLLMENT

Secondary Student

PLEASE PRINT Date of application: _____

Name: (last, first, middle) _____ Telephone _____

Address: (include city, state, and zip code) _____

_____ Social Security No. _____

Participating School _____ Present grade level _____

Person to contact in an emergency: _____ Telephone _____

My first program choice is: _____

My second program choice is: _____

Briefly explain why you wish to enroll: _____

_____

_____

Enrollment Date (month and year of semester) desired: _____

At this time, my career plans after graduation are:

A. Work (type of employment desired): _____

B. School (technical or college): _____

Area of study: _____

If you have a handicapping condition for which you may require special assistance to complete this application or to particiapte in the program of your choice, please contact the counselor.

This school does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, sex, or handicap in the admission of students to vocational programs.

The following information will be used to verify program representation. Additional points may be added for underrepresentation. Supplying this information is, however, optional.

Sex

____ Male
____ Female

Race

____ Black
____ White
____ Other (please specify): _____

TEACHER/ADMINISTRATOR RECOMMENDATION

For each applicant, this form must be completed by one administrator from the student's home school; and two teachers selected by the applicant - one of a basic academic course (math, English, or science) and one of a prevocational or practical arts course.

Student's name _____ School _____

Person recommending _____ School _____

Date _____

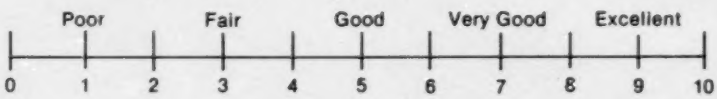
Contact with student (subject area, grade level): _____ _____

_____

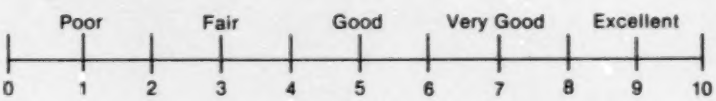
Please evaluate the applicant on the following criteria as they relate to your experience with the student. We need your opinion of the student reduced to a numerical equivalent so that our recommendation can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant.

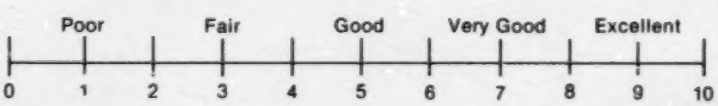
Attitude Shows positive overall feelings toward school, teachers, and peers; able to work well with others; cooperative and friendly; can take orders as well as give them; good self-concept; self-disciplined.



Responsibility Willing to accept duties and responsibilities; follows directions; assumes the initiative when necessary; completes assignments; trustworthy; responsive to changes; requires minimal supervision.



Neatness Strives for precision, accuracy, and quality in the performance of tasks; follows assignments or guidelines carefully and in an orderly manner; works to acceptable standards; shows pride in accomplishments.



TOTAL POINTS _____ ÷ 3 = _____

General comments:

COUNSELOR'S RECOMMENDATION

Name of student _____

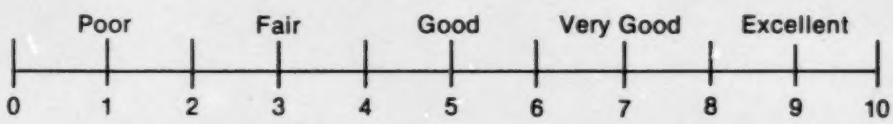
Name of school _____ Grade level _____

Name of counselor _____ Date of recommendation _____

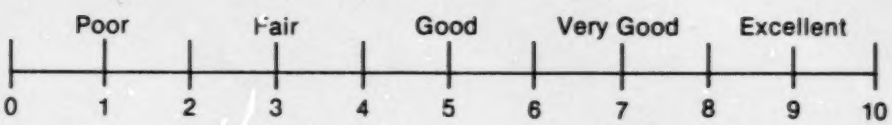
Please evaluate the applicant on the following criteria. We need your opinion of the applicant reduced to a numerial equivalent so that your recommendation can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant.

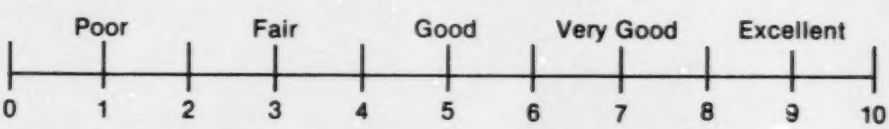
Past School Performance Record of academic achievement, attendance patterns, and ability to accept responsibility.



Potential for Success in Vocational Education Attitude, motivation, reliability, and program interest.



Composite Assessment Past grades, test scores, ratings on four specific program criteria, teacher's recommendation and all other assessment scales.



TOTAL POINTS _____ ÷ 3 = _____

General Comments:

ASSESSMENT SCALE FOR CRITERIA

Attendance

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

Name of student _____

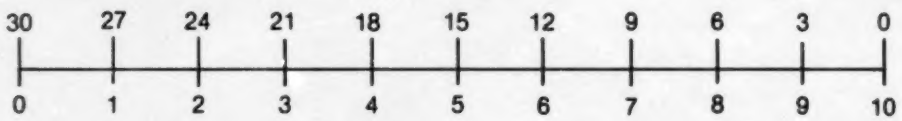
Name of school _____

Name of counselor _____

Date _____

Please indicate the total number of days absent based on the student's attendance record during the 9th grade and the first half of the 10th grade. The specific information that is requested is the total number of unexcused absences for the stated time period.

Days Absent



TOTAL POINTS _____
(To be totaled by the counselor)

General comments:

ASSESSMENT SCALE FOR CRITERIA

Grades

This form must be completed by the counselor and submitted as part of the Student Selection Guide. The information recorded should be based on the student's grades during the 9th grade and the first semester of the 10th grade.

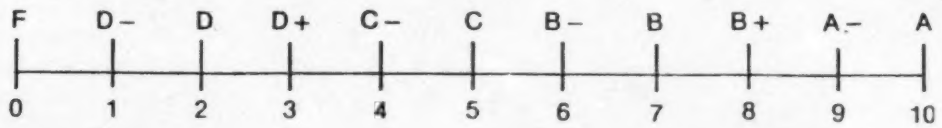
Name of student _____

Name of school _____

Name of counselor _____

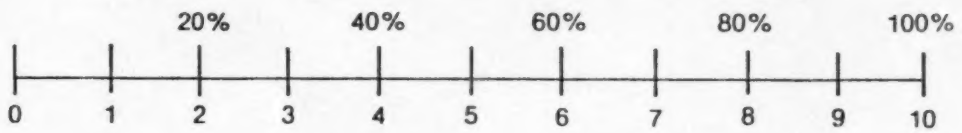
Date _____

Please check the appropriate grade average for the student identified above. In reviewing this scale, you will notice two options. The first sectiuon is provided for students who are graded on an A, B, C, D, F scale. The second option is to be used to rate student progress on an IEP. Only one option should be completed for a student.



or

% of Objectives Completed on IEP



TOTAL POINTS _____
(To be totaled by the counselor)

ASSESSMENT SCALE FOR CRITERIA

Status of Student Interest

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

Name of student _____

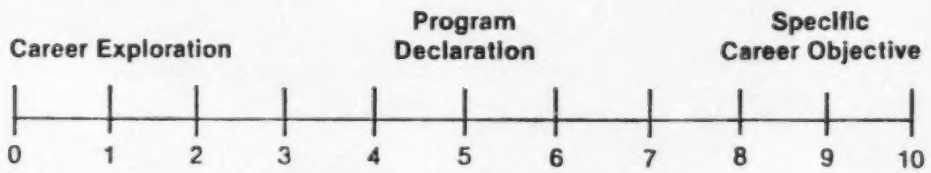
Name of school _____

Name of counselor _____

Name of program _____ Date _____

Please translate your assessment of the student's program interest to its numerical equivalent by circling the appropriate number on the scale. It is best to attempt to obtain some reading on the student from the 8th, 9th, and 10th grade counselors. Since this is not always possible, this scale should be used as the basis for capturing the stated interest of the student during an interview to be help prior to application to the vocational program.

Students with an interest rating at the lower end of the scale are typically those whose interest is strictly in attending the vocational school for career exploration purposes. Students with an interest rating at the middle of the scale are those who declare a program of interest but still lack specific career objective. Students with an interest rating at the higher end of the scale are those who have a well-defined career objective related to the program of their choice.



TOTAL POINTS _____

ASSESSMENT SCALE FOR CRITERIA

Program Representation

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

Name of student _____

Name of school _____

Name of counselor _____

Date _____

A student should receive 1 point for each category for which they qualify. A student can receive a maximum of 10 points or 2 points for each category. The total points should be written at the bottom of the form.

1. Member of sex underrepresented in

   ____ program applicant profile

   ____ past three year program enrollment

2. Member of race underrepresented in

   ____ program applicant profile

   ____ past three year program enrollment

3. Member of handicap group underrepresented in

   ____ program applicant profile

   ____ past three year program enrollment

4. Member of ethnic minority underrepresented in

   ____ program applicant profile

   ____ past three year program enrollment

5. Add 2 points for any student who is underrepresented in the applicant profile as well as being underrepresented in the past three years.

   ____ (maximum 2 points)

TOTAL POINTS _____

PROGRAM-SPECIFIC CRITERIA

Student Name _____ Program _____

Selection Criteria	Assessment Scale	Rating
	0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
	0 1 2 3 4 5 6 7 8 9 10	
	Total Rating	

COMPARISON OF PROFILES

	Participating School Profile						Applicant Profile			
	Enrollment		Percent		Allocation		Enrollment		Percent	
	M	F	M	F	M	F	M	F	M	F
Race (only)										
Handicapped (only)										
Ethnic Minority										
Other										
Total Students										
Allocation										

Selection Profile				Targeted Population Profile				Actual Admissions Profile			
Enrollment		Percent		Enrollment		Percent		Enrollment		Percent	
M	F	M	F	M	F	M	F	M	F	M	F